

Exploration of strategies to enhance the effective integration of anti-epidemic spirit into life education in colleges and universities

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Abstract: *The spirit of anti-epidemic inherits and carries forward the excellent Chinese traditional culture, and provides vivid materials for life education. The effective integration of the anti-epidemic spirit into life education in colleges and universities is conducive to the early recognition of the importance of life by college students, the enhancement of their anti-defeat ability, and the further examination and realization of the value of life. In view of some problems of integrating the spirit of anti-epidemic into life education in colleges and universities, we seek strategies to solve them in terms of fully tapping and flexibly using the materials of anti-epidemic, enriching the forms of life education and strengthening the curriculum construction of life education in colleges and universities, so as to enhance the effect of life education in colleges and universities.*

Keywords: *anti-epidemic spirit, universities, life education*

1. Introduction

Since the outbreak of the New Crown Pneumonia epidemic, under the correct leadership of the Party Central Committee, the Chinese people have actively participated in the prevention and control of the epidemic and "forged the great anti-epidemic spirit of life first, unity of the nation, sacrificing life and death, respecting science, and sharing the same fate" [1]. The effective integration of the anti-epidemic spirit into life education in colleges and universities can enrich the materials of life education in colleges and universities, and also help college students deeply understand the anti-epidemic story, better carry forward the anti-epidemic spirit, courageously shoulder the mission of the times, and strive to realize their life values.

2. The need for effective integration of anti-epidemic spirit into life education in universities

2.1 Contribute to early awareness of the importance of life among college students

The new crown pneumonia epidemic affects people's normal life and people's life safety is difficult to be guaranteed. The Party Central Committee adheres to the people-centered thinking, actively organizes the epidemic prevention and control work, and strives to maintain social order. The term "life first" [2] is placed first in the specific expression of the anti-epidemic spirit, which is an important part of the connotation of the anti-epidemic spirit and is also highlighted by the anti-epidemic spirit. Life is only once for each of us, so we should protect our own lives and not put ourselves in danger at will. In the context of epidemic prevention and control, colleges and universities should focus on promoting theoretical knowledge of life education to college students, and also actively integrate anti-epidemic materials into daily teaching as well as students' extracurricular practical activities. Teachers in colleges and universities should carry out life education in a way that is enjoyable to students, guide them to promote the spirit of fighting the epidemic, help them realize the beauty of life, master the necessary life skills, and strive to improve themselves in all aspects. In addition, college students should also cherish and care for the lives of others and actively cooperate with daily epidemic prevention and control efforts.

2.2 Contribute to strengthening the resistance of college students to frustration

In the context of epidemic prevention and control, people are overcoming difficulties and actively

fighting against the epidemic. As one of the main venues for life education, colleges and universities have the important mission of cultivating talents and the fundamental task of cultivating people with moral values. By effectively integrating the spirit of fighting the epidemic into life education, universities help students realize the importance of school closure and isolation during the epidemic, so that they can overcome the inconvenience caused by the epidemic to their studies and lives, take up their responsibilities and missions, and feel the joy of dedication in their activities. During the period of epidemic prevention and control, students mainly acquire knowledge through online classes and self-study, which makes it easy for students with little self-control to slack off in their studies, because it is not allowed to gather in school and it is difficult to carry out practical activities outside school. Faced with these situations, teachers should tell the story of fighting the epidemic and encourage college students to overcome the impact of the epidemic on themselves with a positive and healthy mindset, think diligently and actively explore new ways of learning.

2.3 It is beneficial for college students to further examine and realize the value of life

In the process of fighting the epidemic, a large number of medical workers, community epidemic prevention personnel, public security police and volunteers from all walks of life emerged, who were brave enough to take social responsibility and actively participate in the epidemic prevention and control work in spite of difficulties. The effective integration of the anti-epidemic spirit into life education in colleges and universities is conducive to college students to further examine the value of their lives, realize that the value of life does not lie in taking but in giving, understand the importance of realizing the value of life on the basis of learning the theoretical knowledge of life education, and actively take social responsibility. Human life is limited, but we can make efforts to improve ourselves and do something beneficial to the society to expand the width of life in the limited time. The effective integration of the anti-epidemic spirit into life education in colleges and universities is conducive to college students believing in science, expanding their horizons, establishing a big-picture view, and actively participating in volunteer activities without fear of hardship and contributing their share to the fight against the epidemic while abiding by the school's epidemic prevention and control work.

3. Problems of integrating the spirit of resistance into life education in colleges and universities

3.1 Failure to effectively explore the life education materials contained in the spirit of resistance to the epidemic

Classroom teaching is the main channel for college teachers to carry out life education, and classical materials are an important part of the life education classroom in colleges and universities. The teaching enthusiasm of college teachers largely affects the teaching effect of life education classroom. The ultimate purpose of life education in colleges and universities is to promote the anti-epidemic spirit and make students realize the value and meaning of life. In the context of fighting the epidemic, teachers in colleges and universities actively respond to the call of the Party and the state to integrate the anti-epidemic spirit into life education in colleges and universities to promote students' understanding of life. However, because teachers fail to effectively explore the life education materials

Contained in the anti-epidemic spirit, it affects students' digestion and absorption of life education knowledge, mainly due to the influence of traditional teaching thinking, teachers are more concerned about whether students can master specific epidemic prevention knowledge, and classroom teaching focuses on imparting specific life education knowledge points to students. One-way knowledge inculcation does not easily stimulate students' enthusiasm for learning, which makes life education a mere formality and does not bring its practical effects into play; furthermore, the spirit of anti-epidemic contains rich connotations such as life first, unity and struggle, patriotism and defiance of hardship. In daily teaching, some teachers fail to fully understand students' current learning situation of life education and the extent of students' perception of life during lesson preparation, and the characters and examples cited in class are not close enough to students' reality, which makes it difficult for students to have emotional resonance[3].

3.2 The current form of life education in colleges and universities is single

Life education is an important part of ideological and political education in colleges and universities. To carry out life education, we should insist on taking students as the main body, pay attention to students' individual needs, and cultivate students' problem awareness and exploration spirit. At present,

life education in colleges and universities is mainly based on theoretical lectures. In the classroom, teachers help students understand the anti-epidemic spirit and learn the content of life education with the help of advanced figures and typical cases, and guide students to implement what they have learned in the classroom into their own practical actions. In addition, the university also carries out lectures on life education and theoretical propaganda in party and league classes around the spirit of anti-epidemic. Since these lectures are very theoretical, it is easy for students to be confused because they do not understand them, which will lead to low participation in the long run. College students are more active and have obvious personality characteristics, and they prefer more practical life education activities. Compared with theoretical learning, there are not many life education experience activities in universities. This will affect college students' sense of experience in the activities and their passive participation in theoretical learning activities, which is not conducive to their full understanding of the spirit of anti-epidemic.

3.3 Inadequate curriculum system of life education

Curriculum is an important way to carry out life education and a powerful vehicle to disseminate life education contents. A sound life education curriculum system is, to a certain extent, conducive to promoting the spirit of anti-epidemic. The effective integration of the anti-epidemic spirit into the life education curriculum is conducive to students' deep understanding of the rich connotation of the anti-epidemic spirit, their recognition of the meaning and value of life, and the ultimate realization of the teaching objectives of life education in colleges and universities. Life education in China started late, and the curriculum system of life education still needs to be constructed and improved. There are not many courses in colleges and universities that specifically teach the content of life education, and the courses involving life education are mostly elective courses, such as "Mental Health Education for College Students", "Safety Education for College Students" and so on, as well as some special lectures on campus. In addition, teachers also cover the content of life education when teaching ideological and political theory courses, such as "Ideological and Moral Cultivation and Legal Foundation", "Situation and Policy" and so on. Teachers closely combine major hot issues at home and abroad as well as students' ideological reality to integrate the spirit of anti-epidemic into the teaching of life education topics to help students understand the meaning of life, carry forward the Chinese spirit and unite Chinese strength.

4. Strategies to enhance the effective integration of anti-epidemic spirit into life education in colleges and universities

4.1 Fully exploit and flexibly use anti-epidemic materials

The effective integration of anti-epidemic spirit into life education in colleges and universities can help college students realize the preciousness of life, further promote the anti-epidemic spirit and actively participate in the construction of socialist cause. Anti-epidemic materials are important resources for life education in colleges and universities, so whether teachers can fully explore and flexibly use anti-epidemic materials will affect the final effect of life education in colleges and universities. Under the background of epidemic prevention and control, teachers in colleges and universities should actively learn the spirit of anti-epidemic, fully explore the materials of life education, and shift students' attention to the direction of learning the knowledge of epidemic prevention and pioneer models of anti-epidemic. On the one hand, teachers should dig deeper into the profound connotation of the anti-epidemic spirit, change the teaching method of theoretical indoctrination in the teaching process, be good at using anti-epidemic materials for life education, and guide college students to form correct values of life. Teachers should present the collected life education materials in various ways, such as words, pictures and videos, and use infectious language to narrate the anti-epidemic stories to create a good educational atmosphere for students. On the other hand, teachers should understand students' interests and characteristics as well as their daily learning, and select exemplary anti-epidemic models that fit students' reality as educational materials. For example, during the epidemic, many young volunteers actively participated in the fight against the epidemic and were not afraid of hardship and suffering. The use of such cases in teachers' teaching can make students have emotional resonance and inspire them to actively participate in classroom interaction and realize what they should do[4].

4.2 Enriching the forms of life education

Classroom teaching is the main way for college teachers to teach theoretical knowledge of life education, which can help students understand the danger of epidemic and the preciousness of life, but such one-way theoretical propaganda can hardly make students deeply appreciate the value of life and implement the theoretical content of life education into their practical actions in a short time. Colleges and universities should innovate the manifestation of the anti-epidemic spirit into life education in colleges and universities, further enrich the life education activities outside class, consciously create life education scenarios for students, and let students understand the profound connotation of the anti-epidemic spirit in life education practical activities. On the one hand, schools can launch speech contests, writing contests and micro-video contests on the theme of the anti-epidemic spirit, and in this way encourage students to pay attention to the spirit of experts, scholars, medical personnel and volunteers from all walks of life in the anti-epidemic process. Students should collect these vivid materials and write essays in their own majors to deeply appreciate the spirit of patriotism, unity and struggle contained in the anti-epidemic spirit. On the other hand, schools should make full use of campus cultural resources such as cultural display boards, campus radio stations and platforms such as campus WeChat and microblogs to publicize the anti-epidemic spirit, promote advanced figures and typical cases, play the leading role of role models, and create a cultural atmosphere for students to learn the anti-epidemic spirit. In addition, schools can also carry out epidemic prevention and control volunteer activities as a way to guide students to learn about epidemic prevention and feel the power of life in the process of volunteering.

4.3 Strengthening the curriculum of life education in colleges and universities

Because of the late start in life education in China, the relevant curriculum system is not complete enough, and few colleges and universities have opened special life education courses. On the one hand, colleges and universities should insist on promoting the integration and penetration of life education with different disciplines and majors, and implement the content of anti-epidemic spirit throughout to the daily teaching of each discipline. Civic science teachers, who are responsible for promoting the Party's theories and policies, should pay attention to social hotspots, update the teaching contents in time, actively study the connotation of the anti-epidemic spirit, and apply the life education materials in them to the teaching of ideological and political education theory courses to enhance college students' knowledge of life. When teachers of biology majors talk about the origin, definition and nature of life, they should make use of the classical materials of fighting against epidemics to help students understand the spirit of fighting against epidemics, realize the irreversibility of life, and then guide students to respect life, protect life and try to expand the width of their lives. On the other hand, colleges and universities should strengthen the construction of life education bases and, if possible, set up some practical courses, such as survival experience courses, site visit courses and so on. Theoretical lectures can certainly make students know more about epidemic prevention and life education[5].

However, theoretical courses alone are not enough to get the anti-epidemic spirit into the minds and hearts of students. Personal experience can enhance students' sense of participation and their awareness of cherishing life and realizing the value of their lives through hard work.

5. Conclusion

The New Crown Pneumonia epidemic is a great challenge to us, and the Chinese people have actively participated in the prevention and control of the epidemic against all odds, forging a great anti-epidemic spirit. The effective integration of the anti-epidemic spirit into life education in colleges and universities can enhance college students' attention to life, rationalize the inconvenience brought by the epidemic to their study and life, and exercise their abilities in practice. We should deeply appreciate the connotation of the anti-epidemic spirit, excavate the excellent materials in the anti-epidemic spirit, promote life education with the help of multimedia and other popular ways for students, improve the life education curriculum, and promote and spread the anti-epidemic spirit among students.

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